



STATE OF WASHINGTON

PROFESSIONAL EDUCATOR STANDARDS BOARD

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**Minutes
July 10-11, 2001
Phoenix Inn
Olympia, Washington**

July 10, 2001

Members Present:	Tom Charouhas, Chair Terry Bergeson Carol Coar Ken Evans Gary Livingston Helen Nelson-Throssell Ron Scutt Pat Wasley	Elaine Aoki Carolyn Bradley Nancy Diaz-Miller Gary Kipp Kay Nelson Martha Rice Karen Simpson Dennis Sterner
Members Absent:	Sheila Fox Tim Knue	Emmitt Jackson Yvonne Ullas
Staff Present:	Jennifer Wallace David Anderson	Pamela DeKay

Tom Charouhas called the meeting to order at 9:00am. The minutes and agenda were approved unanimously.

EXECUTIVE DIRECTOR REPORT

Jennifer Wallace provided the Executive Director Report.

Alternative Routes Partnership Grant Program

SB 5695 passed providing two million dollars for the program; \$25,000 for Fiscal Year 02 and \$1,975,000 for Fiscal Year 03. The legislation funds roughly 110 candidates, provides an intern stipend of 80% of the BA+0 cell, intends and encourages a full-time mentorship, but does not require it. Route three includes emergency substitute certificate holders and the mentor determines when the candidate has completed the program.

▪ **Implementation of Alternative Routes**

The website now has information on alternative routes and staff are responding to inquiries.

- **2 stage RFP**

Route 1 - programs can begin Winter 2001

Routes 1, 2 and 3 - programs can begin Fall 2002

- **2 Day planning design meeting for district IHE teams**

- **Requests for Info**

PESB Staff have received over 200 e-mails, calls and letters. About half meet the criteria for one of the routes. Those that don't meet the criteria typically do not have a degree or expertise in a shortage area. At least two states are replicating the model.

- **Trends**

Most people have expressed frustration with past efforts to find a program that fits their financial needs and work goals. They are confused over the notion of a shortage area and have stated that their districts are not yet aware of the program.

Transition To Teaching Grant Proposal

This is a new grant opportunity the PESB and OSPI applied for. This program is very similar to Route 3 of the Alternative Routes to Teacher Certification. It is aimed at helping mid-career professionals and recent college graduates become certificated teachers.

The money can be used for recruitment, stipends and mentoring.

The timeline will call for recruiting and preparing during the first year. The district must hire all candidates no later than the beginning of the 2002-2003 school year. These candidates will receive certification as quickly as possible through alternative routes as available.

The Transition to Teaching program will not include paraeducators and Institutions of Higher Education cannot apply for funds.

Washington's Proposal is a joint proposal between OSPI and the PESB. The proposal aims at assisting Districts in establishing alternative route partnerships, enhancing state and district recruitment efforts and providing high quality preparation and mentoring for teaching interns.

The program will only be available for public schools.

2001 Legislature

- I-732 provided for a 3.7 increase for all state funded school employees.
- Pension contributions were reduced to 4.35% for certificated employees and 2.9% for classified employees.
- I-728 increased the level of funding from \$194 per student to \$220 by the 04-05 school year.
- Better schools fund – the K-4 ration was increased.
- The teacher assistance program funding increased from 3.4 to 4.7 million per year.
- TRS or PERS1 may be rehired (post 30 day separation) up to 1500 hrs /year while receiving pension. This does not require districts to rehire and employees hired post-retirement do not have continuing contract rights. Rehire contracts expire annually without obligation. Rehires will also be eligible as members of a bargaining unit.
- Anyone with a Lapsed Teaching Certificate must complete certification renewal within two years. Those with a revoked or suspended certificate are not eligible.

PESB Budget

Jennifer Wallace reviewed the year-end budget for Fiscal Year 01 and the proposed budget for Fiscal Year 02.

SUMMARY OF RELEVANT CHANGES

The Board discussed the possibility of having a fall symposium on teaching. This idea has been discussed as a result of the planning meeting that was held on May 25th. The Fall Symposium would be aimed at working on the problems that PET identified in respect to the gaps in policy and practice. We are currently searching for someone to fund this symposium.

Board members were given a chance to share info from meetings that they have attended since the last PESB meeting in April. The Board received updates on the following meetings:

- May 25th subcommittee meeting on continuum for educator development/implications for PESB priorities;
- The NASDTEC Conference;
- June 23rd Leadership Summit;
- The WASA/AWSP Conference;
- The WEA Meeting;
- The Milken Family Foundation conference; and
- The NEA conference.

ADMINISTRATOR PREPARATION AND CERTIFICATION

Dr. Jeff Fouts from Seattle Pacific University presented on school administrator preparation and certification.

In a survey where 40 successful principals were asked, “what are the major or primary factors at work that are preventing schools from making the necessary changes? 70% answered on their own, lack of skilled leaders. When faced with a list of possible reasons, 93% said lack of leadership was the major problem.

Dr. Fouts gave the Board three questions to think about:

1. Can principals who have not taught in the classroom provide the leadership needed to create these types of learning environments, where they are the “change agents”?
2. Can or will teachers have the confidence in the leadership of a principal who has not taught in the classroom?
3. Can the leadership for this type of reform, and the maintenance of the new learning environments, be provided by someone in the building other than the principal?

The Board discussed this briefly. Chair Charouhas asked board members to volunteer for the principal subcommittee.

SENATE REQUEST

Senator McAuliffe joined the Board by phone. She discussed the letter that was sent to the Board requesting further investigation into the following issues:

- ESA pay bonus – how are they comparable;
- Credit for ESAs - recognition for work in private practice;
- Shortage of administrators;
- Career ladder – recognition for time served and professional growth;
- Compensation.

Karen Rademaker Simpson and Carol Coar discussed recognition for educational Staff associates. The issue is how to count not school experience for people entering schools as an ESA. They asked the Board to consider the compensation issue and National Board recognition for ESAs.

MENTORING SUPPORT FOR PRE-SERVICE AND IN-SERVICE TEACHERS; TRAINING FOR MENTOR TEACHERS

Sue Anderson the coordinator for the Teacher Assistance Program presented on Mentoring support for pre-service and in-service teachers and training for mentor teachers. Legislation from this past session has:

- Increased funding to 4.695 million for 2001-2002;
- Established the need for observations to be more frequent;
- Established the need for collaboration with the principal to be part of the professional growth plan;
- Allows stipend monies to be used for second year and experienced teachers; and
- Allows up to \$200,000 per year to operate a mentor-training academy.

Ms. Anderson explained that OSPI is encouraging districts to look at mentoring as a mosaic. The first year teacher including someone within the same grade level, someone with expertise in a special needs area, etc. would make up the "Circle of Support."

DISTRICT CERTIFICATE

Ron Scutt and Ken Evans presented on the District Certificate. Dr. Leo Klagholz from the Richard Stockton College of New Jersey joined the meeting by phone to give a presentation on the New Jersey model for alternative certification.

In New Jersey, the applicant pays \$2000 for admission. \$1000 is paid to the mentor and \$1000 is paid to the state for programming. New Jersey recently provided funding to increase mentoring for the 2nd year.

- When the program first started there were a lot of negative feelings toward the program, now the program is generally accepted.
- The teachers' union in New Jersey has been fully supportive and a lot of issues have been worked out.
- The program has increased the number of applicants and does not have out of endorsement area teaching.
- There are more people with advanced degrees and higher test scores entering the teaching field.
- The effect on student learning has not been reviewed and Dr. Klagholz is not sure it can be isolated. There have not been any major drops in student achievement.
- The program has produced more minority recruits in urban and suburban areas.
- The percentage of alternative route prepared teachers is usually about 25 percent but has been as high as 30-40 percent.
- When asked about transportability, Dr. Klagholz said it has proved not to be an issue and that private schools are participating too.

- In New Jersey, during the first five years, the first year attrition rate has been lower than traditional. It has been hypothesized that this could be attributed to the mentorship and the higher average age.

Chair Charouhas called for adjournment at 5pm.

July 11, 2001

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Chair Tom Charouhas called the Board back to order at 8:30am.

David Anderson provided some background information on the two proposals that the PESB received in response to PESB RFP-01.

PRESENTATION ON BASIC SKILLS TESTING FOR PROSPECTIVE TEACHERS

Dr. Bill Mehrens provided a PowerPoint presentation on Social Political and Legal issues in teacher licensure testing. Dr. Mehrens addressed the following issues in his presentation.

- Social Political Issues.
- Social demand and expectation.
- Popularity of tests.
 - 43 states require basic skills tests.
 - 38 states use ETS or NES.
 - Federal act that requires reporting by states to report numbers of passing teacher applicants.
- Federal requirements of reporting from title II of the Higher Education Act.
- Two conflicting rights: societal and individual.
- School Systems exist to educate students; not employ teachers.

- Passing incompetent candidates (false positives) is a more serious error than failing competent ones.
- Public believes some teachers are not qualified.
- Society and Teacher unions want teacher testing.

The possible benefits to teacher testing are:

1. Increase in teacher quality;
2. Increase in educational quality;
3. Improve public perceptions;
4. Effect positive changes in teacher education;
5. Close inadequate colleges; and
6. Serve as a catalyst to research

Possible dangers of teacher testing are:

1. Decrease in public perception of teacher quality;
2. Decrease in teacher supply;
3. Decrease in the number of minority teachers;
4. Effect negative changes in teacher education;
5. Could result in less effort toward other reforms;
6. Reduce teacher morale; and
7. Increased in cost.

In order to assess the effects of the test, the state should compare before and after. States should not compare themselves to states with teacher licensure tests and those who do not. Licensure exams are there to protect the public from knowledge incompetence not to determine if someone will be a good teacher. Dr. Mehrens stressed that the Standards Board must not oversell what this test will do.

NES

Dr. Bill Gorth, Founder of NES, Janet Bell and Les McCallum presented to the Board on the NES proposal for the Washington Educator Skills Test (WEST).

Dr. William Gorth discussed the various basic skills tests. Dr. Gorth explained that the term “basic skills” is open for any number of interpretations.

NES is recommending a client oriented process. Members will be heavily engaged and there should be active involvement in the committees.

We are going to look very carefully in defining what kinds of things teachers need to know. To confirm that all of the test items are relevant to what educators need to know, pilot tests will be designed based on recommendations that the committees make.

Test design – there will be three rigorous and aligned subtests, to measure basic skills in reading, writing and math.

- Three subtests
 - Reading
 - Math
 - Writing
- Adequate time
- Rigorous and aligned

Constructed response

- **Reading**
 - Summarize complex passages for non-technical audiences
 - Critique the reasoning, assumptions, logic, and effectiveness of a passage
 - Analyze and synthesize information from two passages, etc.

Writing –

- Write an expository or persuasive essay
- Critique or rewrite an essay containing flaws
- Synthesize information in two or more sources for non-technical audiences, etc.

Test administration

- Washington bulletin
- Registration
- Sites/Dates
- Alternative Testing
- Three-week turn around for scores
- Reasonable test fees

Other features

- Ownership of materials
- Score Reporting
 - Individual
 - IHE
 - PESB

There will be 15 testing sites with something at each ESD; we are looking to do what the PESB wants as long as it is accessible.

NES recommends the passing score be set after the first administration so the data you have is from a serious group who take the test seriously rather than from a pilot.

ETS

Florence Cucchi & Richard Tannenbawn from ETS provided a PowerPoint presentation on the Washington Educator Skills Test (WEST).

ETS has extensive experience with high-stakes, large scale testing programs including 50 years of teacher testing experience. ETS focuses on supporting learning and advancing the teaching profession.

ETS Offers Washington

- Extensive experience to guide development & administration;
- A successful legal record;
- Resources to work with Washington and deliver the WEST; and
- A National program that allows you to recruit from another state.

Ms. Cucchi presented the ETS WEST proposal.

WEST development

- 1) Verbal & mathematics development committees.
- 2) Review, revise, and finalize WEST content specifications.
- 3) Review, select, and write test items.
- 4) Approve operational WEST Forms.
- 5) Job analysis confirmation survey.
- 6) Evidence of job-relatedness of WEST content specifications.
- 7) Bias review committee.
- 8) Review items for potential unfairness (language, context, etc.).
- 9) Standard setting.
- 10) Recommend passing scores.

Proposed WEST Structure

- Testing time: 4 hours
- Delivery mode: paper and pencil – computerized in future
 - Mathematics - 40 multiple choice items, calculator allowed
 - Reading - 40 multiple choice items

Deliverables

- 6 forms of the WEST.
- 6 administrations annually & 1 special administration annually.
 - In Washington State (20 centers) & Nationally.
 - Accommodations for candidates with disabling conditions.
 - Weekday administrations available.
- Stringent security measures.
- Candidate score reports in 4 weeks with score interpretation information.
 - Candidate may choose 3 designated score recipients.
 - Designated score recipients receive scores electronically on paper, disc, or tape.

- Annual summary reports for IHEs & the Board.
 - Score distributions descriptive statistics, percentiles.
 - Publications & WEST Preparation.
- WEST at a glance, WEST study guide, Plato learning, Inc.
- Title II reporting service available.
- Website to collect & track cohort & licensure information.
- Calculation of all necessary passing rates.

Registration

- Web registration system
 - Payment, center assignment, data collection, & Order test preparation materials
- Mail
- Phone re-registration
- Map; Directions
- Communications
- Trained staff on WEST Coast, toll free line (9-5 PST), mail, fax, email, TDD/TTY and voicemail.

Scoring

- Tucker Angoff method for multiple-choice questions
- Benchmark method for essay questions.
 - Panelists respond to the essay.
 - Review benchmark performances for each scale.
 - Pick scale point depicting response of a sufficiently knowledgeable beginning teacher.

ETS will train Washington educators to score essays. They will in turn receive pay for their service.

PUBLIC COMMENT

Larry Davis, Executive Director of the State Board of Education -

- The State Board is looking at possibly adopting a common course catalog on the state transcripts. A common course catalog will have a general description along with the endorsements you need to teach those courses.
- State Board is still looking at rules that need to be changed.
- Mr. Davis would like to sit on the committees assigned to look at ESA recognition and the principal certification committees.

The Board adjourned to Executive Session at 2:30 p.m.